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ABSTRACT

This book provides information on the assessment of students with disabilities. It is divided into six major parts. Part 1, "Introduction to Assessment: Issues and Concerns," discusses the historical, philosophical, and legal foundations of assessment, introduces psychological assessments, and proposes an assessment model. Part 2, "Informal Procedures: Basic Tools for Teachers," includes chapters on observation, criterion-referenced testing and error analysis, curriculum-based assessment and measurements, and portfolio and other alternative assessment procedures. Part 3, "Assessment of Abilities," provides a discussion and overview of the assessment of intelligence, adaptive behavior, behavioral and emotional states, and language. Part 4, "Assessment of Achievement," focuses on the assessment of reading, mathematics, and written expression. Part 5, "Special Assessment Considerations," includes chapters on comprehensive assessment systems, assessment procedures and instruments relevant for early childhood and older students with vocational/transitional needs. The last part, "Examples: Putting It All Together," includes two case studies in which the assessment process is followed from initial identification through the development of an Individualized Education Program. Appendices include process instruments (instruments used for measuring processing skills), instruments for measuring traumatic brain injury, definition and assessment profiles for selected categories, a functional behavior assessment form, and cognitive measures for special populations. (Contains approximately 1,000 references.) (CR)

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